



Matilda F Dunston Elementary

1825 Remount Road
North Charleston, SC

Grades	PK-3 Elementary School	
Enrollment	272 Students	
Principal	Janice H. Malone	843-745-7109
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Average	N/A
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

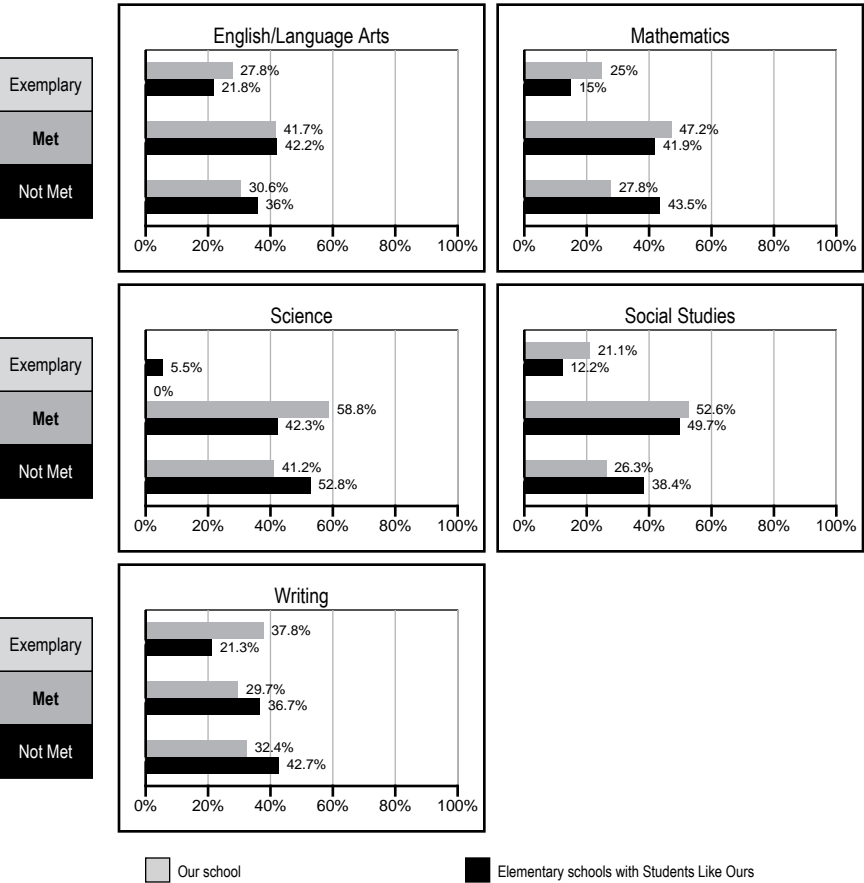
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	59	57	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=272)				
First graders who attended full-day kindergarten	100.0%	Up from 98.3%	100.0%	100.0%
Retention rate	4.6%	Up from 1.5%	2.5%	1.9%
Attendance rate	96.6%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.9%	10.0%
With disabilities other than speech	3.1%	Down from 3.2%	7.5%	7.7%
Older than usual for grade	0.0%	Down from 2.0%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	Up from 44.0%	57.1%	59.4%
Continuing contract teachers	62.5%	Up from 52.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	70.9%	Down from 71.8%	81.7%	85.9%
Teacher attendance rate	96.1%	Down from 99.1%	95.2%	95.1%
Average teacher salary*	\$43,487	Up 2.5%	\$45,923	\$47,149
Professional development days/teacher	11.0 days	Down from 16.1 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 14.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	92.6%	Down from 95.0%	90.1%	90.4%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,948	Up 1.6%	\$8,670	\$7,458
Percent of expenditures for instruction**	61.1%	Up from 60.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	58.9%	Up from 56.0%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Dunston Elementary School, located in an urban section of North Charleston, serves pre-kindergarten through third grade. The school enrollment during 2008-09 school year consists of 313 students; 76% African American, 21% Hispanic, and 3% white. Over ninety-eight percent of the school's population receives free or reduced breakfast and lunch.

Dunston teachers work hard to continually learn and improve their teaching practices. The faculty and staff participate in weekly Teacher Curriculum Team meetings, monthly faculty meetings and professional development sessions. In addition to reading, math has been a focus this year. MAP data and benchmark testing have been used to plan instruction for targeted groups of students. RIT Band Instruction is implemented during the last 40 minutes of the day to provide hands-on, differentiated math instruction. Accelerated math a.m. sessions are tailored for students targeted in the 'advanced' and 'proficient' categories. Sensational Saturday School is used to reinforce E/LA and math skills for second and third grade students.

Establishing a school wide discipline plan that is systematic and utilizes a positive approach to change inappropriate behavior has proven to be quite effective. The number of student referrals has decreased tremendously. Positive Behavior Intervention and Support initiatives have motivated staff, students, and parents to reinforce the positives while minimizing the attention we often give to inappropriate social skills. We are also proud of the accomplishments of the CORE Team in responding to student concerns identified by classroom teachers, interventionists, and other support staff. Due to the team's organization, data collection, and due diligence, academic, behavioral, and attendance concerns were sufficiently addressed.

While there has been a tremendous increase in parent and community involvement, we will continue our efforts to improve in this area. Increased telephone calls, school updates, conferences and home visits, will improve school-home relations greatly. We look forward to more informative parent sessions this upcoming school year. Atlas, EMA, SPYWAR, Walgreen's, and other local businesses have contributed tremendously to the support of our students, parents, and staff. In addition to business partners, a number of volunteers have provided mentoring and tutoring opportunities, funding for our food bank, monetary and gift donations for our fundraising events, etc. We look forward to establishing new partnerships in the future.

At Dunston Primary, we strongly believe "Victory is in the Classroom". We will continue our focus on a balanced literacy program, a more relevant, hands-on approach to math, and explicit direct instruction. In addition, we will continue to increase student attendance, and parental involvement. Our theme this school year has been "When you win, I win, we ALL win!" It takes team effort!

Janice H. Malone, Principal
Angeleka Manigault, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	35	32
Percent satisfied with learning environment	100.0%	88.6%	96.8%
Percent satisfied with social and physical environment	100.0%	94.3%	93.5%
Percent satisfied with school-home relations	94.4%	88.6%	93.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 7 out of 7 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	19.7%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	42	100	30.6	41.7	27.8	91.7	84.9	82.8	Yes	Yes
Gender										
Male	26	100	40.9	27.3	31.8	86.4	81.8	79.3	N/A	N/A
Female	16	100	14.3	64.3	21.4	100	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	31	100	42.3	34.6	23.1	88.5	74.8	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	42	100	30.6	41.7	27.8	91.7	74.9	75.5	I/S	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	42	100	27.8	47.2	25	86.1	81	78.9	Yes	Yes
Gender										
Male	26	100	27.3	40.9	31.8	86.4	79.3	77	N/A	N/A
Female	16	100	28.6	57.1	14.3	85.7	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	31	100	34.6	42.3	23.1	80.8	67.9	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	42	100	27.8	47.2	25	86.1	69.2	70.2	I/S	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	21	100	N/AV	N/AV	N/AV	58.8	68.9	67.5
Gender								
Male	13	100	I/S	I/S	I/S	I/S	68.2	67
Female	8	I/S	I/S	I/S	I/S	I/S	69.6	68
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	90.4	79.5
African American	15	100	N/AV	N/AV	N/AV	58.3	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	21	100	N/AV	N/AV	N/AV	58.8	50.2	55.1

Social Studies

All Students	22	100	26.3	52.6	21.1	73.7	76.8	72.3
Gender								
Male	14	100	33.3	41.7	25	66.7	75.3	71.5
Female	8	I/S	I/S	I/S	I/S	I/S	78.4	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	16	100	35.7	42.9	21.4	64.3	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	22	100	26.3	52.6	21.1	73.7	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	39	100	32.4	29.7	37.8	67.6	74.1	70.2	96.6	96
Gender										
Male	22	100	38.1	23.8	38.1	61.9	67.8	63.2	96.6	95.9
Female	17	100	25	37.5	37.5	75	80.6	77.5	96.5	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.1	94.9	95.9
African American	29	100	40.7	29.6	29.6	59.3	59.2	57.6	96.6	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97.7	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	62.6	97	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	29.6	26.1	95.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.2	61.2	97.1	96.5
Socio-Economic Status										
Subsidized meals	39	100	32.4	29.7	37.8	67.6	59.1	58.9	96.7	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	100	30.6	41.7	27.8	69.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	100	27.8	47.2	25	72.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	N/AV	N/AV	N/AV	58.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	22	100	26.3	52.6	21.1	73.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	39	100	32.4	29.7	37.8	67.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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